



**Bracknell Forest  
Community Learning**



**Our Commitment**

We are committed to promoting learning for all and we welcome adult learners regardless of age, gender, race, disability, belief, sexual orientation, background or learning difficulty.

You have the right to feel safe where you learn, and your safety is extremely important to us. This leaflet gives you key information and various contact numbers to use if you, or someone you know, are at risk.

**1. Fire Regulations**



Please familiarise yourself with the health and safety procedures and fire exits for the venue before your session begins.

**On hearing the fire alarm:**

- Leave the building by the nearest fire exit
- Do not stop to collect personal belongings
- Assemble at the appointed place where your tutor will take the register
- Remain at the assembly point until advised otherwise

**2. Accident**

If you have an accident, injury or hear noise while on the premises, please notify a member of staff. We will arrange any necessary assistance and ask you to complete an incident report form.

**3. 'Safeguarding'**

Our staff undertake Safeguarding training and understand the importance of safeguarding children and adults at risk from abuse.

Abuse is when someone does something to another person that damages their quality of life or puts them at risk of harm. Abuse may be physical, emotional, sexual, neglect, financial or discriminatory.

If you suspect that a child or adult is at risk of being abused or neglected, you should either:

- 1) Inform your tutor or another available member of staff

or:

- 2) Telephone the Bracknell Forest Safeguarding Children Team on 01344 354014/  
Bracknell Forest Safeguarding Adults Team on 01344 351500

or:

- 3) The council Out of Hours Team are available on 01344 706543 or Thames Valley Police on 101 (or 999 in an emergency)

You can also call these numbers if you are the person being abused.



## Bracknell Forest Family Learning Team

Working with families in the  
community in partnership with  
schools and children's centres

Bracknell Forest  
Community  
Learning Team

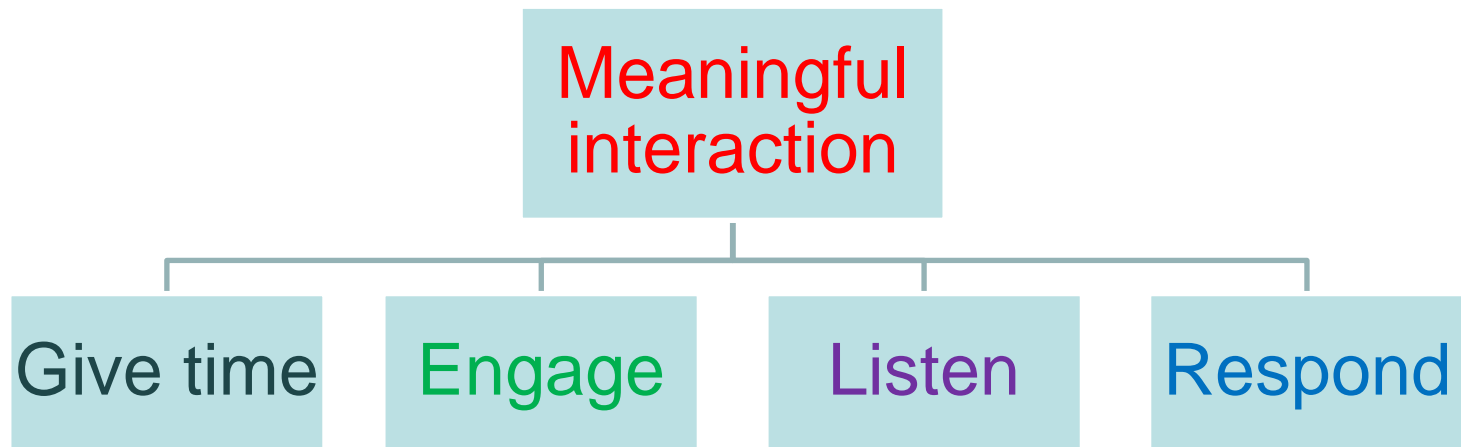
Anika Watson



Bringing learning to life


# “Nothing matters more than stopping, listening and responding positively to young children”

*Julie Fisher, Education Adviser, Oxford Brookes University*



Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

# Unique Child

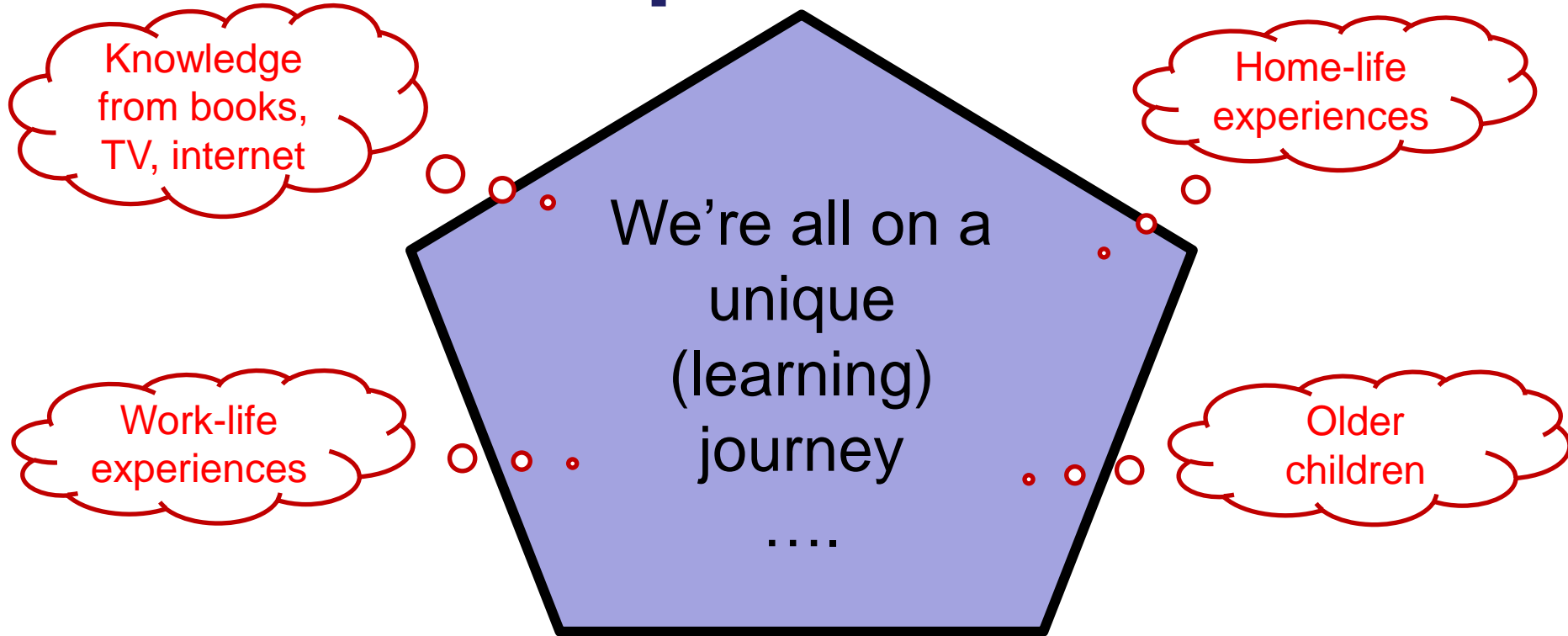


Your child may  
do it differently,  
we embrace  
and welcome  
individuality.

“ No brain is the same; no brain is the best. Each brain finds its  
own special way”

*Psychiatrist Edward Hallowell.*

# Unique Adult



*It's good to share* 👍

*Your well-being matters too* ❤️

# English SPaG

- Spelling, Punctuation and Grammar



# Outline of session

- Discussion as a group
- Activity with children (after which, the children will go back to class)
- Summary and evaluation

# Aims

- To see what the children will be taught this year
- To complete an activity with your child to support their learning and have fun
- To know how to support your child at home

# Why is Spelling, Punctuation and Grammar so important?

- Punctuation can change the meaning of a sentence greatly!
- We need to use Standard English to communicate effectively. Using incorrect punctuation, grammar and spelling can change the meaning of sentences whether spoken or written.



# Glossary of terms

- Check your cheat sheet!
- “Let’s find out together” – if you are unsure check it together

# Glossary of terms

- **Noun** - a naming word for things, animals, people, places and feelings
- **Suffix** – a string of letters that go at the end of a **root word**, changing or adding to its meaning
- **Adjective** - word which describes a **noun**, e.g. shiny, fragrant.
- **Adverb** – a word which describes how a **verb** action is being carried out, e.g. noisily, very.

# Glossary of terms

- **Conjunction** - a type of **connective** that joins **clauses**.
- **Preposition** – a linking word in a sentence, used to show where things are in time or space. For example, ‘under’, ‘after’, ‘next’, ‘behind’.

# Year 2

## Vocabulary, Grammar and Punctuation

### Word

I can

make nouns and adjectives  
using suffixes

make compound words

compare using -er and -est

use -ly to make adverbs

### Sentence

I can

extend my sentences using if,  
that, because

extend my sentences using or, but

use adjectives to describe nouns

recognise statements, questions,  
exclamations and commands

### Text

I can

use past and present tense correctly

use verbs to show actions in progress

### Punctuation

I can

use capital letters, full stops, question marks and  
exclamation marks

use commas in a list

use apostrophes to show that a letter is missing

use apostrophes to show that something belongs to somebody

### I can talk about my work using these words

noun

noun phrase

suffix

statement

compound

verb

command

question

comma

adjective

adverb

tense

apostrophe



# Year 3

## Vocabulary, Grammar and Punctuation

### Word

#### I can

make nouns using prefixes  
use a or an appropriately by looking  
at the first letter of a word  
recognise word families

### Sentence

#### I can

express time, place and cause using  
conjunctions  
express time, place and cause using  
adverbs  
express time, place and cause using  
prepositions

### Text

#### I can

use paragraphs to group information  
use headings and sub-headings  
use the present perfect form of verbs

### Punctuation

#### I can

recognise direct speech  
use inverted commas to punctuate direct speech

### I can talk about my work using these words

preposition

conjunction

word family

clause

subordinate clause

consonant

consonant letter

vowel

vowel letter

prefix

inverted commas/speech marks



# What to do at home

In the car, walking to school, answer 5 Q's before you watch tv...

play prefixes game from today's session

## Word

I can

make nouns using prefixes

use a or an appropriately by looking at the first letter of a word

recognise word families

Give child a root word and see how many words they can make from it.

Give them a noun and ask them if its 'a' or 'an'

## cover

covering

covered

covering

covers

recover

recovered

recovering

recovers

# Prefix game

mis	behave	non	fiction
ex	claim	ex	port
anti	dote	ex	press
mis	calculate	co	writer

- You have a set of cards with prefixes and root words
- Place the prefixes in a pile and spread the root words out in front of you.
- Can the children match the correct prefix to the root word?
- Read the words out loud to help



# Prefix game

- Can you make your own prefix game?
- Use the template provided to make up your own game
- Write your own root words on the template and cut them out – use the templates to help you
- Follow the instructions to make your own prefix wheel.





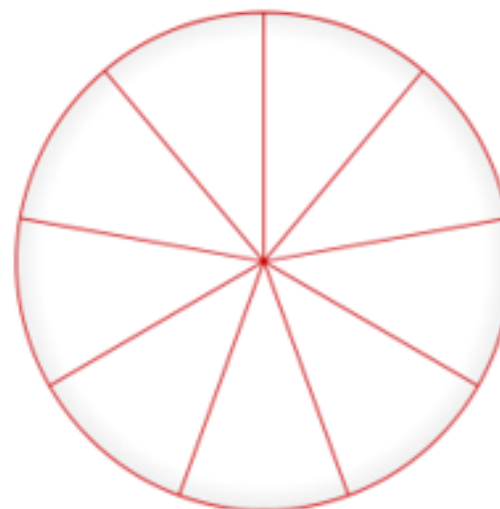
## Game

Equipment:

How to play:



Root words: (write and cut)

To make the prefix wheel: cut out the wheel you'd like to use (blank or pre-filled). Make a hole in the middle of the wheel using a pen. Attach it (on top of the 'x') in the middle of the pre-cut card, using a split pin. Decorate the rest of the card however you like.

# What to do at home

## Text

I can

use paragraphs to group information

use headings and sub-headings

use the present perfect form of verbs


## Punctuation

I can

recognise direct speech

use inverted commas to punctuate direct speech

Find examples of these in texts you read e.g. fiction, non-fiction, magazines, recipes etc.



Past Tense	Present Perfect Tense
walked	have walked
jumped	have jumped
was	have been
sprinted	have sprinted
tested	have tested
grow	have grown
did	have done

# The next steps...

## Year 4

### Vocabulary, Grammar and Punctuation

#### Word

##### I can

recognise the difference between plural and possessive -s

use standard English in speech and writing

#### Sentence

##### I can

add adjectives, nouns and prepositions to give more detail

use fronted adverbials

#### Text

##### I can

use paragraphs to organise my ideas

choose appropriate pronouns or nouns to help my writing flow

#### Punctuation

##### I can

use inverted commas and other punctuation to indicate direct speech

use apostrophes to show plural possession

use commas after fronted adverbials

#### I can talk about my work using these words

pronoun     determiner

possessive pronoun

adverbial



# Activities

- These are all suggestions and games to consolidation – helping your children to practice the skills they learn at school.

# Online resources

- BBC Bitesize

<https://www.bbc.com/bitesize/topics/zhrrd2p>

- Top Marks <https://www.topmarks.co.uk/>

# Evaluation

Please fill in an evaluation  
form before you go.  
Thank you very much for  
your time 😊

## Family Learning Evaluation



Session Attended: 'Time to Read'  
Tutor: Anika Watson

FS2/Reception

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

Your name: ..... Date: .....

### 1. Glad you came?

Did you find today's session informative and useful? Yes/No

Did you enjoy your time in school today? Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
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Best bit? .....

Any challenges? .....

Is there anything we did not cover in the session that you think could have been included?

.....

### 2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)

Courses to support my child's learning: Maths, Literacy, other.....

Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid

Soft Skills: Managing change / confidence building/ team building/ effective communication

English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else? .....

Phone number/email address:.....

Thank you for your time